

### **3<sup>RD</sup> GRADE STUDENT - Academic Area Academic Aptitude - Reading**

#### **Describe the SMART Goal**

Joey will use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). He will select challenging books that are teacher-approved. He will demonstrate his understanding of these challenging texts by using key ideas and details to write facts about the books in a reading journal. Joey will also use a dictionary to research unknown meanings of words. Joey will demonstrate comprehension of a variety of teacher-approved texts by scoring 3.5 out of 4 or above on classroom reading assessments and in his reading journal.

#### **Identify the Standard**

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes. Demonstrate comprehension of a variety of informational, literary, and persuasive texts

#### **Strategies/Interventions**

- Teachers will review, recommend and approve challenging books for Joey to read.
- Joey will practice reading with tone indicative of the storyline and make sure he is reading books that are challenging to his reading level.
- Joey will continue to receive challenging words for homework/vocabulary.
- Reading strategies taught in the classroom.
- Differentiated instructional strategies
- Learning centers: Classroom areas that contain a collection of activities or materials designed to teach, reinforce, or extend a skill or concept.
- Technology: Develop advanced skills through use of technology.
- Interventions with the school's GT Coordinator.
- Resources Reading/Language Arts Curriculum & teacher
- Centers in reading class
- Computer programs/technology
- Peers, teamwork/group work in the classroom
- GT Coordinator

### **SMART Goals in strength/interest area(s): Affective - Leadership**

#### **Describe the SMART Goal**

Students with gifts and talents demonstrate personal and social responsibility and leadership skills. Joey performs above average on classroom assignments and works well with others in the classroom. Joey needs to further develop his leadership skills and have an opportunity to initiate and participate in team-based activities to further demonstrate skills in personal and social responsibility.

Joey will participate in a leadership role in 2-3 teamwork activities over this next school year on a team project, during classroom activities, small group activities, or in a school-based activity/club (e.g., career fair, sports, extra-curricular activities, community service activities, school club development).

#### **Identify the Standard**

NAGC Gifted Education Programming Standard 4: Learning Environments, 4.3. Leadership.

## **HIGH SCHOOL STUDENT**

SMART Goals in strength/interest area(s) :

Academic Goal - Mathematics

Describe the SMART Goal Joey will demonstrate an understanding of solving equations as a process of reasoning and explain each step in solving Algebraic equations. She will demonstrate her ability to solve Systems of equations by completing a college-level Algebra class scoring 80% or above on her college-level assessments.

Identify the Standard

Content Area: Mathematics

Standard: 2. Patterns, Functions, and Algebraic Structures

Prepared Graduates: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

Strategies/Interventions

- Use of technology for projects
- Online course study - Dual Enrollment college-level classes
- Math league contests
- Advanced/college-level classes
- Differentiated activities that target level of student performance
- Higher level math interventions

Resources Advanced

- Math/College Curriculum
- Advanced Math High School teacher
- College math instructor
- Computer programs/technology

Content

- Accelerated curriculum
- Online classes
- College courses
- Process Acceleration
- Independent study
- Higher order thinking
- Product Demonstration of new knowledge
- Formative/ summative assessment
- Real-world application

Environment

Concurrent enrollment

Independent

Evidence of Progress Determined By: 80% or above average on college-level assessments

## **SMART Goals : Affective Goal - College/career planning**

### **Describe the SMART Goal**

Joey will research and identify her future career goals exploring higher education opportunities, including financial support. Before the end of this school year, Joey will complete her FAFSA application, research and apply for available scholarships, and apply to 2-3 colleges that provide degree programs that match her career goals.

### **Identify the Standard**

National Association for Gifted Children: Gifted Education Programming Standard 1: Learning and Development 1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

### **Strategies/Interventions**

- Educators provide students with college and career guidance that is consistent with their strengths.
- Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.
- Resources College Board
- College in Colorado
- National Honor Society - Scholarship Search
- School Counselor
- Local/state colleges

## **MIDDLE SCHOOL STUDENT SMART Goals: Academic Goal - Mathematics**

### **Describe the SMART Goal**

Joey will use properties of algebra and equality to find relationships between abstract ideas, recognize logical sequences and patterns, recognize problems and solve them. Joey can engage in mathematical problem solving activities that require analyzing patterns for completion, including his independent research/Capstone project. Joey will utilize his mathematical skills in demonstrate knowledge of mathematical equations and analyzing data by scoring 90% or above on all algebraic math assessments this school year and scoring above the 90th percentile on STAR Math.

### **Identify the Standard addressed**

Mathematics, Eighth Grade, Standard 2: Patterns, Functions and Algebraic Structures

### **Strategies/Interventions**

- Joey will complete an independent research project in a chosen area in which he has an intense curiosity - he has expressed an interest in programming a video game.
- Joey will document in writing all procedural steps and observations in his project, draw conclusions about his project and self-evaluate his progress.
- Joey will share his research on his project in a classroom presentation 2nd semester.
- Joey will continue to monitor/self-evaluate his performance in Math class and request/attend Re-teach for Math when he needs additional assistance with any math concepts/problems.

### **Resources**

Advanced Math 7 Curriculum Advanced Math teacher

Computer programs/technology Teacher and GT Peers in advanced classes

### **End of Year Progress**

Evidence of Progress Determined By: 90% or above scored on all Advanced Math/Algebra assessments . STAR Math assessments - 90th percentile or above

## **SMART Goals: Academic Goal 2 - Academic Aptitude - Reading**

### Describe the SMART Goal

Joey will be completing an independent research project this year during Capstone. Joey will use key ideas and details to: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Use Integration of Knowledge and Ideas to: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims as related to his independent research project. Organize and synthesize information from multiple sources, determining the relevance of information. **Joey will research and use multiple, credible, sources while gathering accurate information for his research project as determined by earning a 90% or more (or equivalent on a rubric) on his research related to this project. Joey will also score in the 90th percentile or above on his STAR Reading assessments this year.**

### Identify the Standard addressed

Colorado Reading, Writing and Communicating - Seventh Grade Standard: 2. Reading for All Purposes Concept: 2. Informational and persuasive texts are summarized and evaluated

### Strategies/Interventions

- Technology: Develop advanced skills through use of technology
- Cluster grouping: Students are grouped according to ability level to have intellectual peers in advanced classes
- Differentiated instructional strategies
- Joey will engage in an independent research/capstone project in an area which he has an intense curiosity
- Cross-grade grouping: Students from various grades are grouped together to meet academic needs.
- Higher Order Thinking Skills (HOTS): Questioning in discussions or providing activities based on processing that require analysis, synthesis, evaluation, or other thinking skills.
- Online sites like Free Rice, Lumosity's Word Bubbles, Dictionary.com's Flashcards, and WordPlays.com.
- Volunteer or ask about writing for the Yearbook.
- Enter poetry, essay, or speech and debate contests.

### Resources

English Curriculum & teacher Computer programs/technology  
GT Peers and AR & Access Teacher

### Evidence of Progress Determined By:

Joey's research and use of multiple, credible, sources while gathering accurate information for his research project - earning a 90% or more (or equivalent on a rubric) on his research related to this project.

### Content

Grade-level curriculum with differentiation AR & Access - GT cluster activities Independent Study Project  
GT Showcase

### Process

- Higher order thinking
- Independent study & Research
- Tiered instruction

### Product

- Demonstration of new knowledge from research
- Formative/ summative assessment
- Real-world application

### Environment

- Whole class - 6th grade English class
- Cluster group
- GT Independent Project